DOCUMENT RESUME

ED 266 125 SP 027 205

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TITLE Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
PUB DATE [85]
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Quality; Higher Education; *Humanistic Education; *Preservice Teacher Education; Program Content; *Teacher Education Curriculum

ABSTRACT

A project is described that seeks to incorporate broader understanding of the humanities into a teacher education program. The project is based on the assumption that the study of philosophy, history, literature, and other basic disciplines of the humanities will help prospective teachers to develop interpretive, normative, and critical perspectives on education. Assuming that the route to professional competence does not lie in converting members of the human species into unreflective, dependent beings, but in engendering critical reason, this project focuses on the teacher preparation component that bridges the gap between the educated person and the professional teacher. The intent is to improve professional competence for preservice teacher educators by providing new and prospective teachers the opportunity to heighten moral consciousness and create conditions for professional independence. An outline is presented of the contents of a course designed to reach these objectives. A reading list for students in the course is included, as well as general references. (JD)

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Teacher Education as a Moral Enterprise:

Using the Humanities to Affect

The Preparation of Teachers

A Special Initiatives Proposal

To Improve the Preparation

Of Teachers

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INTRODUCTION

The message has been proclaimed across the nation that its educational system is in crisis (National Commission on Excellence in Education, 1983); student quality is declining (Task Force on Education for Economic Growth, 1983); teachers are incompetent (Mitchell, 1981); and schools are unable to meet the needs of society (Stinnett & Henson, 1982).

Political and educational leaders demand solutions but are hard pressed to even define the problem (Ensley, 1985). Excellence comes to mean minimum scores on grossly simplified achievement tests, and "good schools" are those with few crises that catch the eye of the public.

The salient concern, however, of educational institutions remains their ability to produce educational quality. Unfortunately, schooling currently engenders a conflict between quality and quantity. This dichotomy pervades the educational structure. Students are asked to regurgitate facts on tests; teachers are asked to use tests in assigning grades and credits; schools use credits to award diplomas, which then take on economic value. Thereby, the needs of society are said to be met.

One might say that certain economic needs are met, since education represents a publicly subsidized training program for society's labor demands. On the other hand, one might consider society's need to maintain the quality of its culture and its

democratic values. Is the educational system concerned with quantitative products able to meet such qualitative needs?

As the fascination with facts and specialization grows, interest in abstraction and liberal education declines (Study Group on the Conditions of Excellence in American Higher Education, 1984; Report of the Panel on the General Professional Education of the Physician and College Preparation for Medicine, 1984).

At the same time the quality of learning declines, many of the critical skills essential in a democratic society are jeopardized and placed lower on the educational priority list (see Winter 1985 issue of Phi Kappa Phi Journal, National Forum). For example, modern language is shunned in favor of computer science, rhetoric and composition are replaced by technical and scientific writing, while history and philosophy pay deference to "practical subjects."

As technical knowledge triumphs, education abandons the pursuit of value. However, value questions continue to plague students. Bereft of the wisdom of the ages, they seek answers to questions that have eluded the sages. Some doomsday criers see this as a new Dark Age for education, especially teacher education.

TEACHER EDUCATION

The analysis and criticism that has been focused on American education at the elementary and secondary levels has been directed toward higher education (Study Group on the Conditions of Excellence in American Higher Education, 1984; Southern Regional Education

Board, 1983; Clark, 1984). As a result, educational analysts and agencies have called for a return to liberal arts preparation and a departure from narrow focuses on specialization and training for specific vocations.

Teacher education has received its share of attention as educational policymakers have focused on attracting students with higher academic skills (Backman, 1984; Howe, 1982; Darling-Hammond, 1984); with better subject matter grounding (Florida Postsecondary Education Planning Commission, 1984); and with critical thinking abilities (National Forum, Winter 1985).

Teacher educators, besides being seen as deficient in analytical skills, are perceived as overfed on "methods courses" and skill acquisition at the expense of a broad knowledge base.

NEED FOR PROJECT

Several policy proposals have been made as vehicles for improving teacher education (National Consortium for Educational Excellence, 1984; Feistritzer, 1984). Some suggest doing away with colleges of education (Mitchell, 1981); others suggest alternative modes of teacher certification (Florida Postsecondary Education Planning Commission, 1984); others seek extended training (National Commission for Excellence in Teacher Education, 1985), merit and career ladders (Florida Association of District School Superintendents, 1984), more emphasis on testing and accountability (Turlington, 1984), more field-based focus (National Education

Association, 1982), and a greater application of research-based knowledge (National Academy of Education, 1984).

This project seeks an escape from what Tom Auxter (1985) desdribes as "cost-effective education" aimed at increasing educational efficiency. We want to move toward reintroducing quality into teacher education. By quality, we do not mean raising scores on standardized tests, but fulfilling the basic goals of education; that is drawing out the individual. Such goals are primarily non-economic and qualitative; they cannot be measured in material terms. Seeking quality means ideas are shared, classrooms become symposia, and our political and cultural traditions are preserved.

One model for engendering quality in teacher preparation programs is to use present preparational components and infuse them with a liberating and/or humanistic grounding.

Professor Robert R. Sherman (1979) indicates that, historically, teacher education has developed around four areas: content, methods, practice teaching/internship, and analysis or foundational studies. The American Association of Colleges for Teacher Education (AACTE [1983]) contends that a well-developed preservice teacher education program entails four components: (a) general education, (b) preprofessional study in the disciplines that form the underpinning of pedagogy (the social and behavioral sciences), (c) academic specialization (an in-depth study of

subjects that would be taught), and (d) professional studies (the bridge between the educated person and the professional teacher).

Since the route to professional competence does not lie in converting members of the human species into unreflective, dependent beings but in engendering critical reason, this project focuses on the teacher preparation component that bridges the gap between the educated person and the professional teacher. Our intent is to improve professional competence for preservice teacher educators by providing new and prospective teachers the opportunity to heighten moral consciousness and create conditions for professional independence. We assume that by deepening teachers' knowledge of the humanities, their critical reasoning ability will be enhanced, thus heightening moral consciousness and self-determination. As Aristotle has indicated, "A life with substance to it is marked by independence and self-sufficiency." Such life is tied to the notion of human growth, as well as education (Montagu, 1985).

NEED FOR HUMANITIES EDUCATION

There should be instilled in the teacher educator the desire to know a great deal more than one has any "practical" need to know and the desire to know it in a certain way. Such desires are the psychological prerequisites of a liberal education.

What makes an education liberal is that it liberates one from

both narrowness and shallowness. In other words, liberal education increases knowledge both quantitatively and qualitatively. Quantitative increases in knowledge, necessitate systematic study across a wide range of subjects such as mathematics, the sciences, foreign languages, history, philosophy, literature, and composition. A mind thus extended liberates itself from provincialism and parochialism.

Minds must also be liberated from shallowness, liberated in a qualitative sense. "Knowing that" must be integrated with knowing "why."

Vocational education produces doctors, dentists, veterinarians, engineers, research scientists, school teachers and business executives among others. Such education needs to be synthesized with liberal education. Liberal education helps to make men and women free, technical education gives them power. If these two kinds of education are separated or juxtaposed and not synthesized, an immoral situation would eventuate, for responsibility and power would be isolated each from the other. Both the individual and collective good would suffer.

To the degree that a synthesis of the technical and the liberal is lacking, those with ethical knowledge will lack power, and those with power will lack ethical knowledge.

Our project assumes that:

(a) The study of philosophy, history, literature, and other basic disciplines of the humanities help

prospective teachers to develop interpretive, normative, and critical perspectives on education.

The American Educational Studies Association, an organization of scholars of foundations of education, suggests that:

1. interpretive perspectives assist students in examining and explaining education within differing contexts.
2. normative perspectives assist students in examining and explaining education in light of value orientations.
3. critical perspectives assist students in examining and explaining education in light of its origins, major influences, and consequences. (AESA, Standards for Academic and Professional Instruction, 1977, pp. 331-332)

(b) The practicality of the humanities rests with the moralities they organize, the actions they inspire, the consciousness they raise, and the political commitments which they generate.

(c) Educational shortcomings are not solved by applying humanities paradigms in a mechanical way.

PROJECT PLAN

Our project brings together humanities and education scholars who are faculty members at The University of West Florida. Our proposed activities are designed to (a) enlighten the teacher candidates at UWF of the fact that teaching is a moral enterprise,

and subsequently that teaching is a profession, and to (b) help them recognize and apply the resources necessary for discharging their awesome responsiblities.

Unit One: Fall Semester

Teacher education candidates eligible to enroll for the four semester hours Sociological Foundations (EDF 3601) will have the opportunity to participate in this special project by enrolling in a special section of EDF 3601. The project will be open to elementary and secondary education majors as well as to students planning to teach in nonschool settings.

This component (skill building) will center on enhancing critical thinking skills through the foundations of education. Students will utilize the text Foundations of Education: Pursuing Interpretive, Normative, and Critical Perspectives for Humanistic Ends authored by Erskine S. Dottin and published by Ginn Press, Lexington, Massachusetts, 1985.

The study for the semester will be organized around six subunits:

Unit	Critical Thinking Goal	Knowledge Base
I	Giving good reasons	understanding the relation of foundations of education to teacher education

II	Assumptions	understanding the quality control mechanisms and quality improvement policy proposals in teacher preparation
III	Reflective analysis through articles in: (arguments)	--professional aspects of teaching --school and society --educational governance --historical antecedents --curriculum/instruction --future trends
IV	Standardization Deductive reasoning Hypothetical reasoning Informal fallacies Creative reasoning	formal/informal logic
V	Philosophical analysis	--philosophical terms --means-end relationships --philosophies of education
VI	Values/beliefs Practice/aims Philosopical justification; Psychological justification; Historical justification	philosphy of education psychology of education sociology of education teaching styles curriculum

The units will be team taught by project faculty from the College of Arts and Sciences and the College of Education. Students who complete this unit will be able to use it toward their certification requirements. The expected outcome here is that teacher candidates will develop their own philosophical structure and curriculum base for teaching.

Unit Two: Unit Three: Unit Four:

Spring, Summer and Fall Semester

The second component of the project will be literature-based units. Participants will engage in systematic and reflective inquiry of ideas and texts germane to education, and deemed crucial to enhancing effective classroom performance. The suggested readings will function as the foundation for shared inquiry and dialogue.

The dialogue has been used by Plato and Socrates to Galileo and Norman O. Brown to Mortimer Adler in his Paidea Proposal (1983). Its advantage lies in its ability to consider diverse ideas yet arrive at a coherent view of reality. Rather than focusing narrowly on facts, the dialogue recognizes each student's unique experience of reality and helps each student understand the underlying structure of his or her experiences. The benefit to future students of these prospective teachers will be enormous if one recognizes that most teachers disseminate information for lower-order recall, rather than for higher-order skills of synthesis, analysis, and the like.

The suggested humanities readings will be organized thematically around three concerns: (a) Where do we come from? (b) What can we do? (c) What can we hope for?

Students who successfully complete Unit One will register for these units as directed studies. Each unit will be three semester hours.

Unit Two (Where do we come from?) will be conducted during the spring semester. The aim of these literature units will be to enable new and prospective teachers to gain the fullest understanding of the work read, rather than of men/women or periods represented.

It seems as important to a teacher called upon to deal with classroom management and group dynamics to have at least a working acquaintance with Polanyi, . . . Aquinas, Buber, Sartre, and Mead, as with the books which have been specifically written on the subject.

The procedure for each unit includes:

(a) assigned readings in selections from the reading list on that theme

(b) lectures each week, on some related current educational question

(c) group discussions each week led by the project faculty on the readings and lectures.

The discussion gives students an opportunity to compare reading selections, to place current issues in a humanities perspective, and to express and test their own views on the basis

of what they have read and heard; not only in the course, but in their total experience.

The list of reading selections includes more books than may be used in a semester. This allows flexibility in making assignments, and it provides additional material upon which students may draw for the preparation of special reports or simply to extend their readings.

Unit Three (What can we do?) will be conducted in the summer semester. The procedure will be the same as for Unit Two except the theme of readings.

Unit Four (What can we hope for?) will be conducted in the fall semester. Again the procedure will be the same as Units Two and Three except for the theme of readings.

Unit Five: Spring Semester

This unit will enable students to work with project faculty to develop, design and implement projects that would enhance reflective and critical thinking in their students.

Students will be required to implement these projects either in their student teaching experience or in their practica and clinical experiences. Students will meet with project faculty once a week to discuss and analyze projects implementation. Students will register for this unit as a one hour directed study.

Unit Six: Summer Semester (#2)

This will be the final unit in the six unit plan. Students will be required to attend a three semester hour seminar in the Moral Critique of Education. Participants will examine education as a moral enterprise by studying a specific facet of education. The item of study will be drawn from one of the following areas: (a) professional aspects of teaching, (b) school and society, (c) educational governance, (d) curriculum/instruction, (e) historical antecedents and (f) future trends.

The seminar will be conducted by project faculty who will each be responsible for identi. ing a focus of study. For example the first focus of study will be the Florida State Code of Ethics for the Teaching Profession. Participants will make individual analyses and lead discussions on moral interpretations of the document vis-a-vis teaching as a profession. Project faculty will guide discussions and help students share their ideas effectively and make critical connections to the relevant ideas from humanities texts. Students will register for this unit as a directed study.

Reading List

Section One: Where Do We Come From?

Polanyi, Michael	The Study of Man
Bateson, Gregory	Mind and Nature
DeChardin, Tielhard	The Phenomenon of Man
Whitehead, Alfred North	Modes of Thought
Zukav, Gary	The Dancing Wuli Masters
Maslow, Abraham	The Farther Reaches of Human Nature
Skinner, B. F.	The Behavior of Organisms
Anselm, Saint	The Ontological Argument
Aquinas, Saint Thomas	Summa Theologica
Dostoyevsky, Fyodor	The Brothers Karamazov
Marcel, Gabriel	The Mystery of Being
Buber, Martin	Between Man and Man
DuBois, W. E. B.	The Souls of Black Folks
Henry, Jules	Culture Against Man
Mead, George Herbert	Mind, Self and Society
Bronfenbrenner, Uri	Two Worlds of Childhood
Vygotsky, Lev	Thought and Language
Darwin, Charles	The Origin of Species

Section Two: What Can We Do?

Arendt, Hannah	The Moral Foundations of Democracy
Collins, Randall	The Credential Society: An Historical Sociology of Education and Stratification
Gans, Herbert J.	The Urban Villagers
Graff, Harvey J.	Literacy and Social Development in the West: A Reader
Sennett, Richard & Cobb, Jonathan	The Hidden Injuries of Class
Gray, J. Glenn	The Promise of Wisdom
Agee, James	Let Us Now Praise Famous Men
Herzberg, Frederick	Work and the Nature of Man
Freire, Paulo	Pedagogy of the Oppressed
Washington, Booker T.	Future of the American Negro: Character Building
Bergman, Peter & Luckman, Thomas	The Social Construction of Reality
Tillich, Paul	The Courage to Be
Harrington, Michael	The Other America: Poverty in the U.S.
James, William	The Moral Equivalent of War
Taylor, Fredrick	The Principles of Scientific Management
Waddington, Conrad	The Ethical Animal
Aristotle	Nichomachean Ethics
Piaget, Jean	The Moral Judgement of the Child

Section Three: What Can We Hope For?

Malraux, Andre	Man's Fate
Durkheim, Emile	Moral Education
Dewey, John	The Theory of the Moral Life
Sartre, Jean Paul	Existentialism is a Humanism
Mill, John Stuart	On Liberty
Jarrell, Randall	Pictures from an Institution: A Comedy
Joyce, James	A Portrait of the Artist as a Young Man
McCullers, Carson	The Heart is a Lonely Hunter
Malamud, Bernard	A New Life
Oates, Joyce Carol	Them
Salinger, J. D.	Catcher in the Rye
Sarton, May	A Small Room
Spark, Muriel	The Prime of Miss Jean Brodie
King, Martin Luther	Where Do We Go From Here?
Counts, George	Dare the School Build a New Social Order?
Fromm, Erich	The Anatomy of Human Destruction
Hall, G. Stanley	Educational Problems
Torrance, E. Paul	Creativity in the Classroom
Camus, Albert	The Plague
de Tocqueville, Alexes	Democracy in America
Douglass, Fredrick	An American Slave
Ellul, Jacques	The Technological Order

Earle, William	Some Notes on Death Existentially Considered
Hollowell, John	The Moral Foundations of Democracy
Cohen, Robert	Fascism, Communism and Democracy
Freud, Sigmund	Civilization and Its Discontents
Marx, Karl	Philosophical and Economic Manuscripts: Alienated Labor
Neill, A. S.	Summerhill: Freedom Not Choice

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